Innopharma Education Generative AI Policy and Assessment Framework

Contents

Role	Scope/Responsible
College non - teaching staff	
Teaching staff	X
Academic Team	X
Learners – Higher Education	X
Learners – Further Education	X

Background

Generative AI is a type of artificial intelligence that can learn from and mimic large amounts of data to create content such as text, images, music, videos, code, and more, based on inputs or prompts.

This policy has been developed to ensure the responsible, ethical and effective use of AI across all academic activities at Innopharma Education. It aims to provide clear guidance for teaching, academic staff and learners on the appropriate integration of AI, safeguard academic integrity, and support innovation while addressing potential risks and challenges.

As there is potential for academic misconduct arising from the use of artificial intelligence, the Innopharma Education Academic Misconduct Policy (section 8.8 of the QA Manual) will continue to apply to all cases, including those involving AI.

Scope

The purpose of this policy is to outline the AI Assessment Scale (AI AS) framework in respect of Innopharma Education use of AI in assessment.

- Innopharma Education has specific responsibilities to staff and learners. These include ensuring:

    1. **Currency and Relevance**: Ensuring that teaching, learning, and assessment approaches remain current and relevant, so that graduates are equipped for careers in their chosen fields. Where AI is already in use across industry, graduates must be prepared to engage with the relevant tools and practices appropriately.
    2. **Knowledge and Competence**: Supporting staff and learners to be well-informed, knowledgeable, and competent in the ethical use of emerging AI systems. This includes understanding AI's capabilities as well as the challenges it poses, such as bias and transparency, environmental impacts, data privacy concerns, intellectual property issues, and risks of copyright infringement.
    3. **Academic Integrity**: Upholding academic integrity so that qualifications reflect the genuine knowledge, skills, and competencies of graduates. This involves protecting the credibility and value of awards by ensuring that AI is not used in ways that undermine fair achievement.
    4. **Informed Decisions**: Enabling teaching and academic staff to make informed choices about the appropriate use of AI for learning and assessment. To deliver high-quality and relevant education, staff must carefully evaluate the potential impact of AI—both positive and negative—on programme and module-level learning outcomes.

Use of AI in assessment: Artificial Intelligence Assessment Scale (AIAS) Framework *

** The description and scale provided here is a version of Perkins, M., Furze, L., Roe, J. and MacVaugh, J., 2024. The Artificial Intelligence Assessment Scale (AIAS): A framework for ethical integration of generative AI in educational assessment. Journal of University Teaching and Learning Practice, 21(06). It has been adapted for use in Innopharma Education.*

Listed below are the levels of AI that may be chosen by a lecturer in an assignment to give learners clarity on what constitutes acceptable AI use in an assignment.

Note the level you choose does not incorporate the levels leading to it i.e. Level three does not necessarily include level 0, 1 or 2. It is not cumulative. AI use at all levels is expected to be declared by the learner.

Levels of AI Use

Level 0: All AI Prohibited

The use of any AI tool is not permitted for any part of an assessment. This includes closed book and time-bound examination settings.

Level 1: AI for Idea Generation, Structure, and Research

At Level 1, AI tools may be used at the planning stage of an assignment.

Examples of Level 1 activities:

- **Collaborative brainstorming:** Learners use AI to generate ideas or solutions to problems. These ideas are discussed, filtered, and refined collaboratively by learners.
- **Structural outlines:** Learners use AI to create structured outlines for their work.
- **Research assistance:** AI suggests topics, areas of interest, or sources that may be useful for research.

All AI use must be declared at Level 1.

Level 2: AI Assisted Editing

At Level 2, learners can use generative AI for refining, editing, and enhancing the language or content of their original work.

Examples of Level 2 Activities:

- **Grammar, punctuation, and spelling:** AI can identify and correct errors in grammar, punctuation, spelling, and syntax.
- **Word choice:** AI can suggest more precise or varied terms to improve clarity and expression.
- **Structural edits:** AI can help rephrase sentences for clarity while preserving the original meaning.

All AI use must be declared at Level 2.

Level 3: AI for Partial Task Completion

At Level 3, learners are permitted to use generative AI to perform specific menial or mechanical tasks within an assignment that do not directly fulfil the core learning outcomes but support the overall task completion.

Examples of Level 3 Activities:

- **Data formatting:** AI tools can be used to organize, structure, or convert data into the required format for reports or presentations.
- **Summarising sources:** AI can generate concise summaries of background research, academic articles, or technical documentation to assist information comprehension.
- **Basic calculations or repetitive tasks:** AI may perform routine numerical calculations, conversions, or generate repetitive content that does not require critical thinking.
- **Template generation:** AI can assist in creating templates which learners subsequently personalise or critically develop.

All AI use must be declared at level 3.

Level 4: AI Task Completion with Human Evaluation

AI is used to complete certain elements of the task (to express part of the learning outcomes), with learners providing discussion, analysis, or commentary on the AI-generated content.

This level requires critical engagement with AI-generated content and evaluating its output. You will use AI to complete specified tasks in your evaluation assessment.

Examples of Level 4 Activities:

- **Critical analysis:** Learners use AI-generated text, data, or summaries and provide their own assessment of its accuracy, strengths, limitations, or implications.
- **Discussion and commentary:** Learners add informed commentary or explanation on the AI-produced sections, explaining how they relate to the broader assignment goals.
- **Evaluation of AI output:** Learners critique the reliability, bias, or ethical considerations of the AI content used within their work.
- **Integration and synthesis:** Learners combine AI-generated parts with their own original work, demonstrating understanding and academic rigor.

All AI use must be declared at Level 4.

Level 5: Custom – As defined by lecturer

At Level 5, learners are permitted to use generative AI tools throughout the entirety of an assessment task, either at their own discretion or as suggested by the instructor. Assessments at this level may specify or recommend particular generative AI tools, or may allow learners to select tools of their choice.

This level is appropriate for tasks where the use of generative AI is integral to achieving the learning outcomes, or where the skills and knowledge being assessed are not

dependent on the exclusion of AI assistance. Level 5 is also designed to encourage the exploration of generative AI as a collaborative and creative partner

Custom level use should be explicit in the assignment brief and available at all times for learners.

Examples of level 5 Activities:

- **Co-creation:** Learners may work within broad themes or parameters, iteratively developing content using a variety of generative AI tools and modes.
- **GenAI exploration:** Learners are encouraged to use multiple generative AI tools to investigate a wide range of ideas, styles, or solutions, including the ethical and practical implications of AI in the relevant domain.
- **Real-time feedback loop:** Learners may continuously engage with generative AI tools to refine and adjust their work as the task progresses, directly influencing the final outcome.
- **GenAI products:** Learners are permitted to produce finished products or artefacts using generative AI throughout the process, such as complete software applications, written works, or artworks.
- **Image generation:** Learners can use AI image generation tools to create original visual content as part of a broader assessment project, such as designing scientific posters, infographics, or visual representations of complex biopharmaceutical processes.

All AI use must be declared at level 5.

Requirements:

- Learners must maintain transparency regarding their use of generative AI tools, including documenting the tools used and the nature of their contribution to the final product. Human editorial oversight is expected to ensure the quality, relevance, and ethical use of AI-generated content.
- All AI use must be declared.

Scale Chart

Level	Name/Description	Permitted AI Use	Example Activities
0	All AI Prohibited	No AI tools allowed for any part of assessment, including exams.	None
1	AI for Idea Generation, Structure, Research	AI can be used at planning stage: brainstorming, feedback, structuring ideas.	Outlines, topic brainstorming
2	AI Assisted Editing	AI can refine, edit, or enhance language/content of original student work.	Grammar checks, rephrasing
3	AI for Partial Task Completion	AI may perform menial/mechanical tasks, not directly contributing to learning outcomes.	Data formatting, summarising sources
4	AI Task Completion with Human Evaluation	AI completes certain elements of task; learners must analyse, discuss, or critique AI-generated content.	Critiquing AI-written sections
5	Custom: As Defined by lecturer	AI tools can be used throughout the task according to specific lecturer guidance.	Collaborative AI co-creation of research reports, multi-tool AI exploration, AI-assisted data analysis and interpretation

The above levels of AI use are available for lecturers to select in advance, providing learners with clear guidance on what AI use is acceptable for each assignment.

Lecturers will specify which of these categories apply to a particular assignment. It is important that lecturers explicitly include or exclude each category rather than assuming that any unmentioned categories are permitted.

The assignment brief must clearly outline the permitted categories of AI use. For Level 5 (Custom – As Defined by Lecturer), lecturers are required to explicitly specify how generative AI tools may be used throughout the assessment. This includes detailing which AI tools are permitted or recommended, the ways in which learners may engage with these tools, and any mandatory requirements for transparency, documentation, and human editorial oversight. Clear guidance must be provided to ensure learners understand the scope and boundaries of AI use for the assignment.

Teaching and academic staff setting assignment briefs and coding their permissible level should do this in consultation with the Head of Assessment or designee to ensure a high level of competency and appropriateness.

Any AI use category not explicitly permitted should be considered prohibited.

Misuse of AI: If it is determined that a learner has used an AI tool in any way that is not permitted by the chosen level, then they will be subject to the disciplinary procedures listed in the Academic Integrity and Misconduct policy regarding the misuse of AI in assignments.

Specific Responsibilities

These responsibilities are shared by all staff and learners to different degrees of participation.

Innopharma Education Responsibilities

1. **Resource Provision**: Innopharma Education is committed to supporting staff in navigating the evolving landscape of artificial intelligence by providing access to up-to-date information resources and regular professional development opportunities. The College will actively invest in upskilling staff, ensuring they are well-informed about the latest advancements, best practices and ethical considerations related to AI. This ongoing commitment will empower staff to confidently integrate AI into their teaching, research and administrative roles, ultimately enhancing the quality of education and services provided to our learners.

2. **Consultation**: The College will consult with staff, learners, and industry/employment representatives to understand the priorities and impact of the use of AI in Higher Education and society.
3. **Academic Integrity Culture**: The College prioritises an Academic Integrity culture, embedding it in all levels of the institution.
4. **AI Assessment Scale Maintenance**: The College commits to ensuring the availability and maintenance of an AI Assessment Scale to inform learners regarding the extent (if any) to which AI can be used to inform or assist assessments.

Staff Responsibilities

1. **Decision on AI Use**: Academic staff will decide the level of AI use for each of their assignments and communicate this to learners, including through the assignment brief in conjunction with the Head of Assessment or designee.
2. **Clarity and Consistency**: Academic staff to provide clarity, frequently and consistently, for staff and learners in relation to the scale of AI use and AI misuse in any given assessment, and in each associated assignment brief.
3. **AI AS Framework Implementation**: Academic staff will use the AI Assessment Scale (AI AS) framework to make informed choices about the agreed use or misuse of AI at the level of module-based assessments and communicate this to all learners and staff.

Learners

1. **Academic Integrity**: Learners must embrace Academic Integrity as a key element of their education path. Academic integrity is the commitment to, and demonstration of, honest and moral behaviour in an academic setting by any learner.

Lecturers

1. **Embracing Academic Integrity**: Lecturers must embrace Academic Integrity as a key element of the education they are providing.
2. **Training and Engagement**: Lecturers will participate and engage in training and opportunities to better understand and apply AI ethically and academically.
3. **Communication**: Lecturers must communicate the standard that learners are being held to. This includes making sure that learners understand the relevant AI

Assessment Scale (AI AS) framework for each of their assessment briefs. It also includes communicating the consequences of allowed use and/or misuse of AI, including the Academic Integrity and Misconduct policy process in Innopharma Education.

Monitoring and Review

The implementation of this policy will be monitored and reported to the Academic Council.

This policy will be reviewed before each semester for accuracy and any updates in policy.

Resources

- Innopharma Education QA Manual
- NAIN Generative AI Guidelines for Educators, 2023,
- NAIN Academic Integrity Guidelines 2021.
- Generative AI in Higher Education in Teaching & Learning: Policy Framework. HEA, 2025.
- Generative AI in Higher Education in Teaching & Learning: Principles for Ethical AI Adoption. HEA, 2025.

Appendix to Artificial Intelligence Assessment Scale (AIAS)

Lecturers should make learners aware of the following whenever they are using AI tools:

- **Verification of AI Output**: AI tools are known to hallucinate; they can provide false or misleading information. Learners should check and verify the output to determine if it is correct.
- **Copyright Concerns**: AI tools are also known to return copyrighted material with certain prompts. This may inadvertently trigger a plagiarism check if not careful. It is advisable to keep the content the AI is assisting with to a minimum at all times.
- **Environmental Impact**: Be mindful of the greenhouse gas emissions from AI use and, where possible, favour energy-efficient tools and practices.
- **Ethical Considerations**: Learners should not act on AI-generated suggestions without first evaluating the ethical implications and potential consequences, as accountability for actions rests with the learner, not the AI.